|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths – Agenda)** | | | | | **X Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **HANDLING DATA (Transdisciplinary skill):**  **Research** – Collecting data- gathering information from a variety of sources.  **SHAPE & SPACE:** Follows instructions that describe position: between, next to, behind.  **MEASUREMENT:** Estimates, compares and measures length (short, long).  **PATTERNS & FUNCTION:** Identifies patterns and describes them (nature).  **NUMBER:** Using objects finds, draws and orders all possible 2-number combinations to make numbers 5-9. | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 10 (**Oct 25-29/10**) | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: HANDLING DATA (Collecting Data-guided practise)**. Materials: Collecting data worksheet for each child, pencil.  Provide each child with the worksheet and explain to them that they are going to interview to each other about their favourite fruit from the options they have in the chart. Have them inquire about how to collect the answers from their friends in the chart, allow them to choose a way to collect that information from a variety of options (dots, ticks, lines, crosses) and where they have to register the answers. When they finish collecting that info, ask them to count the number of fruits chosen and to write it down in the space below.  Finally in a plenary, when all children have gone to this station, explain to them that this is a way to collect data, encourage them to compare this chart with the one they have done with the whole group and explain that although both charts are about same topic, they have gathered info from different sources (from themselves and from others) and they both serve different purposes (whole group chart is about fruits they have eaten at school and individual chart is about their favourite fruits), also that in the whole group chart they had to draw the fruits /write their names and in the individual chart they just needed to put ticks. Encourage them to explain why!  **Station 2: SHAPE & SPACE (Positions-scaffolding technique).** Materials: Objects from the classroom.  Introduce the new positions: ***between, next to, behind*** with their own body and relating them with their immediate environment (objects/places around them). First, model these positions, one by one. Then, play outside games giving instructions such as:   * Go stand up between María and Miguel * Sit down next to me * Stand up behind the door * Put the ball between those blocks * Put the ball next to Juan * Put the ball behind yourself, etc.   **Station 3: MEASUREMENT (Estimate & measure length-guided practise).** Materials: Estimate and measure paddles worksheet, pencil, clips.  Ask the chn to use the paddles worksheet. Leave just one clip on the table to have children figure out the number of clips each paddle measures. After they write the numbers on the estimation column, leave a bunch of clips on the table and have them work independently. They have to measure each paddle and write the amount of clips each object measures in the real column.  At the end of the stations activity, in a plenary, ask questions such as “*Did the paddles measure more or less than the number that you estimated? How many more? .. less?*”.  **Station 4: PATTERNS IN NATURE (Guided practise).** Materials: natural materials from the ground, strip of paper, glue stick, pencil.  In advanced, have a strip of paper with a three objects pattern as a model for the children, for example: a little rock, a leave and a stick. Ask them to create their own patterns using natural materials from their surroundings and explain to them that they have to repeat the sequence at least twice.  **Station 5: NUMBER (Number combinations diagnostic).** Materials: cuissinaire rods, different sets of two colours manipulatives (foamy figures, small toys, counters, etc.), big number cards from one to ten, one big die.  Put the number cards on the floor making a line/path and ask to the children taking turns to roll the die, they have to jump on the number card according to the result on the die. If the child gets 5 in the die, he/she has to walk 5 steps forward and says what number it is. As soon as the child stands on the number, he/she has to find a two rods combination that makes that number, for example: 1 rod of 3 and 1 rod of 2 make 5. The children also have the chance to choose a set f two colours manipulatives, for example: 3 red counters and 2 yellow counters make 5.  TO TAKE INTO ACCOUNT:   1. Previously arrange the material and place it besides the number path, so the children will be able to choose the material they prefer to make the combinations. 2. The purpose of this activity is to diagnosis the children´s level of readiness for the number combinations. It is determined by the material they are able to manage and by the strategies they use to make the combinations. 3. After this first approach, divide the children into three tiers to differentiate process by readiness. | | | | | | | | | | | |
| **Tier 1 number combinations:** These are the children who have internalized the value of the rods and prefer to make one combination or two possible combinations (could be more than one) with this material, they do not need to compare/measure the length of the rods to know their value. They are ready to make combinations with cuissinaire rods but it does not mean that they do not need to use set of two colours manipulatives because they will need to have the necessary skills to make combinations with different kinds of materials and thus, to make number stories.  *For example: 1 rod of 3 and 1 rod of 2 make 5.* | | | | | | | | | | | |
| **Tier 2 number combinations:** These children seem to be more confident to use the sets of two colours manipulatives to make the combination, they do not need to count one by one because they know number constellations. Also they can find another different combination from same number. *For example: 3 red counters and 2 yellow counters make 5.*  These are also the children who prefer to take cuissinaire rods instead of set of manipulatives, but they struggle to know the value of the rods and they do not pay attention to their length/colour. They do not realize that each rod represents a number and they think all rods have same value. *For example: 3 yellow rods and 2 red rods make 5.* | | | | | | | | | | | |
| **Tier 3 number combinations:** These children struggle to find a combination to make the number even with the sets of two colours manipulatives. They are unable to gather two quantities to make the number. They just count objects making one to one correspondence to have the total number asked.  *For example: 5 counters with different colour each one makes 5.* | | | | | | | | | | | |